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ABSTRACT

Based on surveys of library media specialists and teachers, an evaluation was conducted of the District of Columbia Public Schools (DCPS) School Library Resources Program, as operated during the 1982-83 school year. The stated objectives of the program were to demonstrate by June 1983 updating of library media services in 80% of the (public and private) schools involved and to demonstrate increased use of library media centers in a majority of the schools. The evaluation followed the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making, developed by the DCPS Division of Quality Assurance. As a result of the program, it was found that: there were increases in school library media center holdings of books, filmstrips, and other media; more schools (74%) met the minimum suggested criteria of 10 books per student in 1982-83 than in the previous year (70%); media services were updated by 83% of the schools; and teachers (67%) reported greater use of library media centers. This report describes the project, the design of evaluation methodology, and evaluation results. Extensive appendices present an evaluation model schema; copies of questionnaires and inventory forms used in project evaluation; survey results; information on educational media center workshops held as part of the program; and demographic information on schools surveyed. (ESR)

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DISTRICT OF COLUMBIA PUBLIC SCHOOLS

E.C.I.A. CHAPTER 2

SCHOOL LIBRARY RESOURCES

FINAL EVALUATION REPORT

DECEMBER 1983

FLORETTA D. McKENZIE
SUPERINTENDENT OF SCHOOLS

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

SCHOOL LIBRARY RESOURCES PROGRAM

FINAL REPORT

1983-1984

Prepared by
Division of Quality Assurance

1982-1983

SCHOOL LIBRARY RESOURCES PROGRAM

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SUMMARY AND FINDINGS

Title

School Library Resources

Project Coordinator

Joseph Watson (Until February 15, 1983)
Doris Rhodes

Location

ECIA Chapter 2 Office (LEA), Presidential Building

Background

Before ECIA, Chapter 2 was established in 1982, Federal funding for improvement of libraries was provided (since 1965) under the Elementary and Secondary Education Act, originally Title II and amended in 1978 to Title IV-B. In the District of Columbia Public Schools (DCPS) teams of school librarians began in 1975 to bring together guidelines and statements of purpose of the school library's media programs, culminating in a manual published in 1981 entitled, The School Media Program in the District of Columbia - Guidelines for Its Operation. The manual contains the comprehensive five year plan used in assigning the present project.

Description of the Project

The project operates throughout the District of Columbia. Private (non-profit) schools have their own objectives. In order to establish priorities for the DCPS objectives, a needs assessment was completed. Based on the results, the project was designed to help schools meet the minimum standards as stated in the school media program guidelines for the DCPS.

Stated Objectives

A: As a result of the School Library Resources Program, by June, 1983 at least 80% of the involved schools (public and non-public) will demonstrate library-media services updated over the previous year's services.

B: As a result of the School Library Resources Program, a majority of the teachers in the public schools and participating non-public schools will demonstrate increased use of library-media centers by June, 1983.

Evaluation

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools.

Findings

1. Increases in school library-media center holdings of books, filmstrips and other media were shown in all holdings at all levels.

2. The greatest overall increases were in filmstrips (sound) (70% of the schools showed increases) and in books (66%).

3. The greatest percentage increases in most types of holdings were at the junior high school level, followed by senior high school/career centers and then elementary schools. The exception to this were books in which 65% of the elementary schools, 54% of junior highs and 88% of senior highs showed increases.

4. In the total number of books inventoried, increases in 1982-83 over the previous year showed a negligible increase in elementary schools, a 4% increase in junior highs, a 6% increase in senior high/career centers and a 2% increase overall, representing 19,049 more books.

5. More schools (74%) met the minimum suggested criteria of 10 books per student in 1982-83, than did the previous year (70%).

6. Questionnaire results showed that 83% of the schools had updated their services.

7. On-site workshops facilitated by school librarian-media specialists were held during the 1982-83 school year but not to the extent anticipated by the original project coordinator.

8. Teachers (67%) reported greater use of their library-media centers during 1982-83 than during 1981-82.

9. Teachers reported that books and media material presently available were of about equal value to them but for new acquisitions, 64% requested media and 36% requested books.

BACKGROUND AND DESCRIPTION

Introduction

Purpose - The purpose of the SCHOOL LIBRARY RESOURCES PROGRAM is to provide direct support to local public and non-public schools in their efforts to develop and maintain high quality library and media resources as an adjunct to their instructional programs.

Need - In order to meet the mission of the D.C. Public Schools of promoting excellence through a strong instructional program, it is necessary for students and teachers to have readily available, sufficient, adequate and up-to-date resources and materials. Such support can be provided through well stocked library media centers run by professional librarian-media specialists.

History - Title II of the Elementary and Secondary Education Act of 1965 P.L. 89-10, provided grants to states for school library resources, textbooks, and other instructional materials. Report No. 143 submitted to the House of Representatives, 89th Congress, 1st session, by Mr. Powell of the Committee on Education and Labor, contained the following statement:

> The Commissioner of Education, commenting on the importance of the school library, subscribed to the view that the school composed chiefly of classrooms is obsolete and that in schools of the future, upward of half of the student's time may be spent in the library, in science laboratories, or in other workrooms where he can search for knowledge, analyze data, reflect upon ideas which he is encountering, and put his hunches and conclusions in writing. (p. 9.)

In the Education Amendments of 1978, H.R.15, P.L. 93-380, Title IV of the Elementary and Secondary Education Act consolidated former educational programs into two parts: Library and Learning Resources (Part B) and Educational Innovation and Support (Part C). Title IV-B in the District of Columbia was administered treating each of the regions as an L.E.A.

In October 1981, The School Media Program in the District of Columbia - Guidelines for Its Operation, was completed having been prepared by the Department of Library Science, the Educational Media Center and the District of Columbia Association of School Librarians. Writing teams of school librarians had been organized in January, 1975 to bring together in one publication, guidelines and statements of purpose of the school library's media program in the District of Columbia. Included in the guidelines were a comprehensive five year plan and suggested quantitative standards for media material and equipment.

Supplementary funding for libraries under ESEA Title IV-B ended in 1982 when ESEA was discontinued. However, the School Library Resources Program, in its present form was included by the DCPS in the ECIA Chapter 2 block grant beginning during the 1982-83 school year.

Description of the Project

Target Population - The target population consists of District of Columbia public and non-public school teachers, public school library-media specialists and their counterparts in non-public schools.

Staffing - During the first year of operation, the only staff member funded by the project was the project coordinator. However, Library and Media Center directors, librarian-media specialists, teachers and clerical help, paid for with regular budget funds, participated in the program.

Program

Unlike the ESEA Title IV-B program formerly in effect, in which each of the DCPS administrative Regions had its own project with differing objectives, the ECIA Chapter 2 program is coordinated into one district-wide project. To determine the direction of the project, a library-media needs assessment was distributed as recommended in the comprehensive Five Year Plan based on the School Media Program publication completed in 1981. The needs assessment data were collected and the results used to establish priorities for this project. The project is attempting to help schools meet the minimum standards as stated in the school media program guidelines for the District of Columbia Public Schools in the four major areas of collection, budget, staff and facilities which were set up in 1976. To accomplish these ends, the project provided books and other library-media materials, technical assistance, workshops and inservices, and motivational devices to encourage good use of library-media centers as well as recognition by schools of their importance. Private (non-profit) schools in the District of Columbia also participate in the program with their own objectives and funding based on their population as described in the federal guidelines.

EXTERNAL EVALUATION DESIGN - PLANNING, MONITORING AND IMPLEMENTING (PMI) EVALUATION MODEL FOR DECISION-MAKING

The evaluation follows the Planning, Monitoring, and Implementing (PMI) Evaluation Model for Decision-Making which was developed by the Division of Quality Assurance, District of Columbia Public Schools. (See Appendix A.) The evaluation design which was developed at the beginning of the project year, consisted of the intended inputs, processes and outcomes on specially designed status report forms. The interim report distributed at the mid-point of the project cycle related, on the status report forms, agreements or discrepancies between intended and observed inputs and processes. This final report includes the interim report data brought up to date, plus the agreements and discrepancies between intended and observed outcomes for each objective. Supporting data are included in the appendix. Preceding the PMI status report forms is the results section which summarizes the agreements and discrepancies for each objective and states a general conclusion.

RESULTS

Evaluation Results - Narrative Summary

The results of the evaluation are summarized in this section. Following the narrative are the inputs, processes and outcomes on which this summary is based, presented in the PMI reporting format. Supporting data are in the appendix.

Objective A: As a result of the School Library Resources Program, by June, 1983 at least 80% of the involved schools (public and non-public) will demonstrate library-media services updated over the previous year's services.

The first objective was concerned with updating library-media services. There was agreement between all intended and observed inputs except one - the clerical position had not been filled. The position of project coordinator changed in the middle of the year, but the Assistant Director for Library Science and Media Services and the Supervising Director of the Educational Media Center helped to provide continuity to the project. Other personnel that were verified as participating were 169 public school librarian-media specialists and their advisory committees and librarian-media specialists equivalents in non-public schools. Space as an input was perceived to be adequate, including School Library-Media Centers, Educational Media Centers, Department of Library Science Office area and Regional Education Centers. Materials also showed the status of agreement between intended and observed inputs. These were forms for ordering books and mat[illegible] for reporting inventory and for end-of-year questionnaires.

There was agreement between all intended and ob[illegible] A plan for equitable distribution of funds was developed a[illegible] Superintendents and the Career Development Superintend[illegible]he project. Orientation meetings for school libr[illegible]s were held in each of the regions during December, [illegible]specialists met with their advisory committees to p[illegible]heir allotments and submitted request forms. The p[illegible]ered the materials which were received and delivered. L[illegible]sts completed end-of-year inventories and questionn[illegible]dating of media centers.

There were three outcomes for the evaluation of O[illegible]. The first one stated that 80% of the schools would show an increase in library-media holdings such as books and filmstrips. There was a discrepancy between this intended and observed outcome. Although gains were shown by schools in all areas, none of the holdings showed increases in 80% of the schools. The greatest increases were in filmstrips-(sound) (in 70% of the schools) and books (66%). A further analysis of book holdings showed a 19,049 overall increase in number of books representing a 2% gain (elementary achools positive but negligible, junior highs 4% and senior highs/career centers showing a 6% increase).

The second outcome, on increasing the number of libraries reaching the suggested maximum books per student, showed agreement between the intended

and observed items. According to the 1976 guidelines, the suggested minimum was 10 books per student. Gains were shown at all three levels with 74% of the schools meeting the criteria in 1982-83 as compared to 70% in 1981-82.

The third outcome, also showed agreement. According to responses on a questionnaire, and examination of photographs and other documents, 83% of the schools updated their services. Examples included starting a vertical file; participating in the Junior Great Books Program; requesting computer literacy courses and holding tutorial sessions.

Although not all components of the intended outcomes were reached, there were sufficient data to prove that library-media centers and services were updated over the previous year, and thus, the objective was met.

Objective B: As a result of the School Library Resources Program, a majority of the teachers in the public schools and participating non-public schools will demonstrate increased use of library-media centers by June, 1983.

The second objective dealt with increase of use of library-media facilities by teachers. There was agreement between all observed and intended inputs. In addition to those indicated in Objective A, there was the input of District of Columbia teachers in both public and private (non-profit)schools. Some of the school library media centers were observed by the evaluation team; the others verified by the project personnel. An informational packet on the program was examined. Teacher questionnaires were designed by the project coordinator and members of the evalution unit.

All of the processes also showed agreement between observed and intended items. Packets were distributed to librarian-media specialists describing instructional media workshops. Technical assistance was provided to library-media specialists planning school based workshops. The specialists were given strategies for motivating teachers to greater library use. For example, the Assistant Director for library science and media conducted a seminar in which participants were asked to bring media and share with other librarian-media specialists, how it was used to motivate teachers. Through a mailing, teachers in a 10% random sampling of schools completed questionnaires on their use of the library media centers. All regions and all levels were included in the sample with 218 teachers responding.

The status was "agreement" between the intended and observed outcomes. The first objective stated that there would be more workshops facilitated by School librarian-media specialists during the 1982-83 school year than during the 1981-82 year. This outcome was established by the original project coordinator who planned and participated in the first on-site workshop held at a school. In the previous years no such workshops were held. When project coordinators changed, the focus of the program changed. Some school librarian media specialists held workshops and they were encouraged to do so, but the project coordinator was not directly involved.

The second outcome reported the analysis of teacher questionnaire results on their use of the library-media centers. There was agreement between the intended and observed outcome with results showing that 67% of the surveyed

teachers reported more use of the centers during 1982-83 than during 1981-82. The results of the questionnaire also showed an interesting comparison between available materials considered of value to teachers and unavailable materials desired. In the question concerning materials that had been of particular value, about equal percentages were given to Books and Related (52%) and Media and Related (48%). In the question asking what materials not available would the teacher like to have in the library-media center, Books and Related were 36% while Media and Related rose to 64%.

The results of these outcomes show that teachers were using the library-media centers more in 1982-83 than during the previous year, and thus, Objective B was met.

Conclusion

This Program was established to help update the materials contained in, and the services presented by school library-media centers. Evaluation of the project showed that there was an increase in the number of books and other media, an increase in the number of libraries meeting the suggested minumum books per student, an updating of library services, a greater number of on-site workshops facilitated by school librarian-media specialists and a greater use of library-media centers by teachers during 1982-83 than during 1981-82. Thus, the goal of providing direct support to local public and non-public schools in their efforts to develop and maintain high quality library and media resources as an adjunct to their instructional programs, is being reached.

Decisions

This report will be forwarded to the Project Director, Project Manager, LEA Chapter 2 Director, the Superintendent and the School Board to aid them in their decision-making concerning this project.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide direct support to local public and non-public schools in their efforts to develop and maintain high quality library and media resources as an adjunct to their instructional programs

Objective A: As a result of the School Library Resources Program, by June, 1983 at least 80% of the involved schools (public and non-public) will demonstrate library/media services updated over the previous year's services.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- Assistant Director for Library Science and Media Services	Agreement	- Members of the Evaluation Unit met with the Assistant Director for Library Science and Media Services.
- School Library Resources Project coordinator	Agreement	- The original School Library Resources Project coordinator met with members of the Evaluation Unit to discuss the evaluation design and the interim report. He was reassigned and the new coordinator met with the group in discussing the interim and final reports.
- Supervising Director of Educational Media Center	Agreement	- The evaluation team met with the Director of the Educational Media Center.
- Clerical assistance	Discrepancy	- The position was approved as evidenced by a letter dated November 17, 1982 but the personnel office had not yet filled the position.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- 169 public school librarian-media specialists	Agreement	- The Assistant Director for Library Science and Media Services verified the involvement of the 169 public school librarian-media specialists.
- Librarian-media specialist equivalents in non-public schools which choose to participate in the program	Agreement	- The evaluation team examined proposals from non-public schools, in which the coordinators (librarian-media specialist equivalents) were named.
- School site library advisory committees	Agreement	- Members of the school site library advisory committees were listed on a form entitled "Chapter 2 - School Library Resources Program" dated December 20, 1982, and completed by the Library-Media Specialists. (See Appendix B.)
- School library-media centers	Agreement	- The project coordinator verified the existence of school library-media centers in each school. Some were observed by the evaluation team.
- Educational Media Center	Agreement	- The evaluation team observed the Educational Media Center.
- Department of Library Science Office area	Agreement	- The evaluation team observed the Department of Library Science office area.
- Regional Education Centers	Agreement	- Members of the evaluation team have observed the Regional Education Centers.

OBJECTIVE A

PART I (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- Forms for ordering books and materials	Agreement	- A copy of the book ordering form, No. 603/616 is on file in the library-media office.
- Annual report inventory forms	Agreement	- Inventory forms were on file in the Library Resources office. (See Appendix C.)
- End-of-year questionnaire forms for librarian-media Specialists	Agreement	- End of year questionnaire forms for librarian-media specialists were on file in the Library Resources office. (See Appendix D.)

OBJECTIVE A

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. Assistant Director for Library Sciences and Media Services will develop an action plan based on annual reports and local school assessments to provide equitable distribution of ECIA Chapter 2 project funds to library media centers.	Agreement	1a. A report distributed to librarian-media specialists at an orientation meeting held November 10, 1983 showed evidence of a plan for equitable distribution of funds.
b. The action plan will be submitted to the project manager for approval.	Agreement	b. The action plan was approved as evidenced by the signature the project manager.
c. Notification will be sent to regional superintendents and Career Development Superintendent informing them of the project.	Agreement	c. A memorandum dated December 13, 1982 was proof of notification to regional superintendents of the project. Further information was provided as evidenced by the agenda dated January 3, 1983 and a status report by the project coordinator on February 7, 1983.
d. Orientation meetings for school librarian-media specialists will be held in December, 1982.	Agreement	d. Agendas and evaluation forms showed that orientation meetings were held as follows: Region A - December 20, 1982 Region B - December 20, 1982 Region C - December 21, 1982 Region D - December 22, 1982
e. Librarian-media specialists will meet with members of their library-media advisory committees to plan for expenditure of the School Library Resources Program allotment.	Agreement	e. The Assistant Director for Library Services verified that the meetings were held. Librarian-media specialists submitted names of their advisory committees along with expenditure records. These were examined by the evaluators.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
f. Librarian-media specialists will submit order forms to the Assistant Director for Library Science and Media Services.	Agreement	f. Completed public and private (non-profit) school request forms were examined by the evaluators.
g. School Library Resources Project Coordinator will submit orders for books and materials.	Agreement	g. The coordinator gave each order a budget number and submitted the requisitions as evidenced by copies of completed forms on file in the Library Resources office.
h. The Supervising Director of Educational Media Center will see that materials are forwarded from the Educational Media Center to the local sites and books delivered directly to the schools.	Agreement	h. The project coordinator stated that materials such as hardware (filmstrip projectors, videotape recorders) went directly to the schools with the media person checking the control number. Formerly, all materials were ordered through the media center but that procedure was revised.
2. Librarian-media specialists will conduct end-of-year inventories and use the data to complete the library media center annual report.	Agreement	2. Record sheets containing all of the data from the end-of-year inventories were submitted to the ECIA Chapter 2 Evaluation Unit by the Assistant Director for Library Science and Media Services.
3. Librarian-media specialists will respond to questionnaires concerning updating of media centers.	Agreement	3. A summary of the responses to questionnaires concerning updating was submitted to the ECIA Chapter 2 Evaluation Unit by the Assistant Director for Library Science and media services.

† Processes numbered to correspond with outcomes

OBJECTIVE A

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By July, 1983 a summary of holdings of books, filmstrips and other media recorded in the annual reports of June, 1982 and June 1983, submitted by the project coordinator to the ECIA Chapter 2 Evaluation Unit, will show an increase in at least 80% of the schools.	Discrepancy	1. Records for both years (1981-82 and 82-83) were received from 168 schools. Although increases were shown in all holdings at all levels, none of them reached the 80% criterion. In the 10 areas analyzed, the two highest were Filmstrips-sound (70% of the schools showed increases) and Books (66%). The smallest increases were in Program Material (14%) and Slides (15%). The greatest percentage increases in most areas were at the junior high school level, followed by senior high schools/career centers, and then elementary schools. The exception to this were books in which 65% of elementary schools, 54% of junior highs and 88% of senior highs showed increases. The information received on books was further broken down to determine percentage increases in the number of books inventoried in 1982-83 over the previous year. There was a negligible increase in the elementary schools, a 4% increase in junior highs, a 6% increase in senior highs/career centers and a 2% overall increase representing 19,049 more books. For a more complete breakdown of data by holdings and by levels, and of percentage increases in books, see Appendix E.

OBJECTIVE A

PART III (continued)

OUTCOMES

INTENDED	STATUS	OBSERVED
2. By June, 1983, data provided by the project coordinator to the ECIA Chapter 2 Evaluation Unit, will show that there has been an increase from 1981-82 to 1982-83 in the number of libraries meeting the suggested minimum books per student as recommended in the official 1976 guidelines.	Agreement	2. The suggested minimum in the 1976 guidelines was 10 books per student. As may be seen in Appendix F, 70% of the schools met that criteria in 1981-82, while 74% reached it in 1982-83. Gains were shown at all three levels.
3. By June, 1983, questionnaires completed by media specialists and submitted by the project coordinator to the ECIA Chapter 2 Evaluation Unit will show that at least 80% of the involved schools have library-media services, updated over the previous year's services.	Agreement	3. Analysis of the questionnaire item concerning updating of library-media services showed that 83% of the schools responding to that item stated that they had updated their services. (See Appendix G.) Examples of updating were as follows: Started a vertical file; participated in the R.I.F. program; attended and planned for the Junior Great Books Program; requested computer literacy courses; increased the use of audio-visual materials; had tutorial and enrichment groups. The Evaluation Team also examined photographs and other documentation of library-media displays and activities accomplished this year showing quality updating.

FINAL REPORT

PLANNING, MONITORING, AND IMPLEMENTATION (PMI)
EVALUATION MODEL FOR DECISION-MAKING

Reporting Form

Goal: To provide direct support to local public and non-public schools in their efforts to develop and maintain high quality library and media resources as an adjunct to their instructional programs

Objective B: As a result of the School Library Resources Program, a majority of the teachers in the public schools and participating non-public schools will demonstrate increased use of library-media centers by June, 1983.

PART I

INPUTS

INTENDED	STATUS	OBSERVED
- School Library Resource Program staff	Agreement	- Members of the Evaluation Unit met with the School Library Resource Program staff.
- Library Science Staff and Educational Media Center Staff	Agreement	- Evaluators met the Library Science and Educational Media staff members.
- Librarian-media specialists	Agreement	- The Assistant Director for Library Science and Media Services verified the involvement of public school librarian-media specialists and their counterparts in participating non-public schools.
- District of Columbia Teachers	Agreement	- Teachers in all District of Columbia participating public and non-public schools comprise the population on which this objective is based.

OBJECTIVE B

PART II (continued)

INPUTS

INTENDED	STATUS	OBSERVED
- School library-media centers	Agreement	- The project coordinator verified the existence of school library-media centers in each school. Some were observed by the evaluation team.
- School Library Resources Program informational packets	Agreement	- Informational packets were observed by the evaluators.
- End-of-the-year teacher questionnaires	Agreement	- Teacher questionnaires were designed by the project coordinator and members of the evaluation unit.

OBJECTIVE B

PART II

PROCESSES †

INTENDED	STATUS	OBSERVED
1a. Media center personnel will distribute packets to librarian-media specialists that include information on the areas in which special instructional media workshops are available.	Agreement	1a. In packets distributed to librarian-media specialists at the orientation meeting held in December (See Appendix H) was a flyer entitled "Educational Media Center D.C.P.S. Special Instructional Media Workshops and In-Service Activities". Copies are on file in the School Library Resources office.
b. Staff of the Library and Educational Media Center will provide technical assistance to librarian-media specialists planning school based workshops.	Agreement	c. The Film Librarian at the Educational Media Center verified that Technical Assistance has been provided to librarian-media specialists planning school based workshops.
2a. During School Library Resource Program orientation and workshops, project staff will provide librarian-media specialists with strategies on motivating teachers to greater use of the library-media center.	Agreement	2a. At orientation meetings and workshops, librarian-media specialists were given strategies for motivating teachers to greater library use. For example, librarians were to match media - if they had overheads, they were to order transparencies. The Assistant Director for Library Science and Media Service conducted a seminar in which participants were asked to bring media and tell how it was used to motivate teachers. All ideas were shared with others attending the seminar.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART II (continued)

PROCESSES †

INTENDED	STATUS	OBSERVED
b. Teachers in a 10% random sampling of schools will complete questionnaires on their use of the library media centers.	Agreement	b. A random sampling of schools was selected using a table of random numbers. All regions and all levels were represented (See Appendix I.) Of the 18 schools selected, 15 or 83% returned the questionnaires. The number of teachers responding to the questionnaire was 218. The percentage in each school ranged from 0 to 100 with the mean being at 51%, as shown in Appendix J.

† Processes numbered to correspond with outcomes

OBJECTIVE B

PART III

OUTCOMES

INTENDED	STATUS	OBSERVED
1. By June 1983, records submitted by the project director to the ECIA Chapter 2 Evaluation Unit will show a greater number of on-site workshops facilitated by school librarian-media specialists during the 1982-83 school year than during the 1981-82 year.	Agreement	1. This outcome was established by the original project coordinator who planned and participated in the first on-site workshop held at Murch Elementary School. In the previous years no such workshops were held. When project coordinators changed, the focus of the program changed; the project coordinator was involved in other duties. Some school librarian-media specialists held workshops (see Appendix K) and they were encouraged to do so, but the project coordinator was not directly involved.
2. By June 1983, questionnaires completed by the faculties of a 10% random sampling of schools and submitted by the project director to the ECIA Chapter 2 Evaluation Unit will show that a majority of the teachers surveyed used the library-media centers more during 1982-83 than during 1981-82.	Agreement	2. Questionnaires completed on use of the library resources (see Appendix L) showed that 67% of the surveyed teachers reported using their library-media centers more during 1982-83 than during 1981-82. The reasons for not using them (question 2) generally fell into one of two categories (45% of each): (1) Problems with use for or by teachers such as scheduling or lack of time; and (2) Problems with lack of materials. Another small group (9%) were not using the center as much because of problems for or by their students such as academic level or behavior. Question 3 asked what materials had been of particular value. (Continued, next page.)

OBJECTIVE B

PART III (continued)

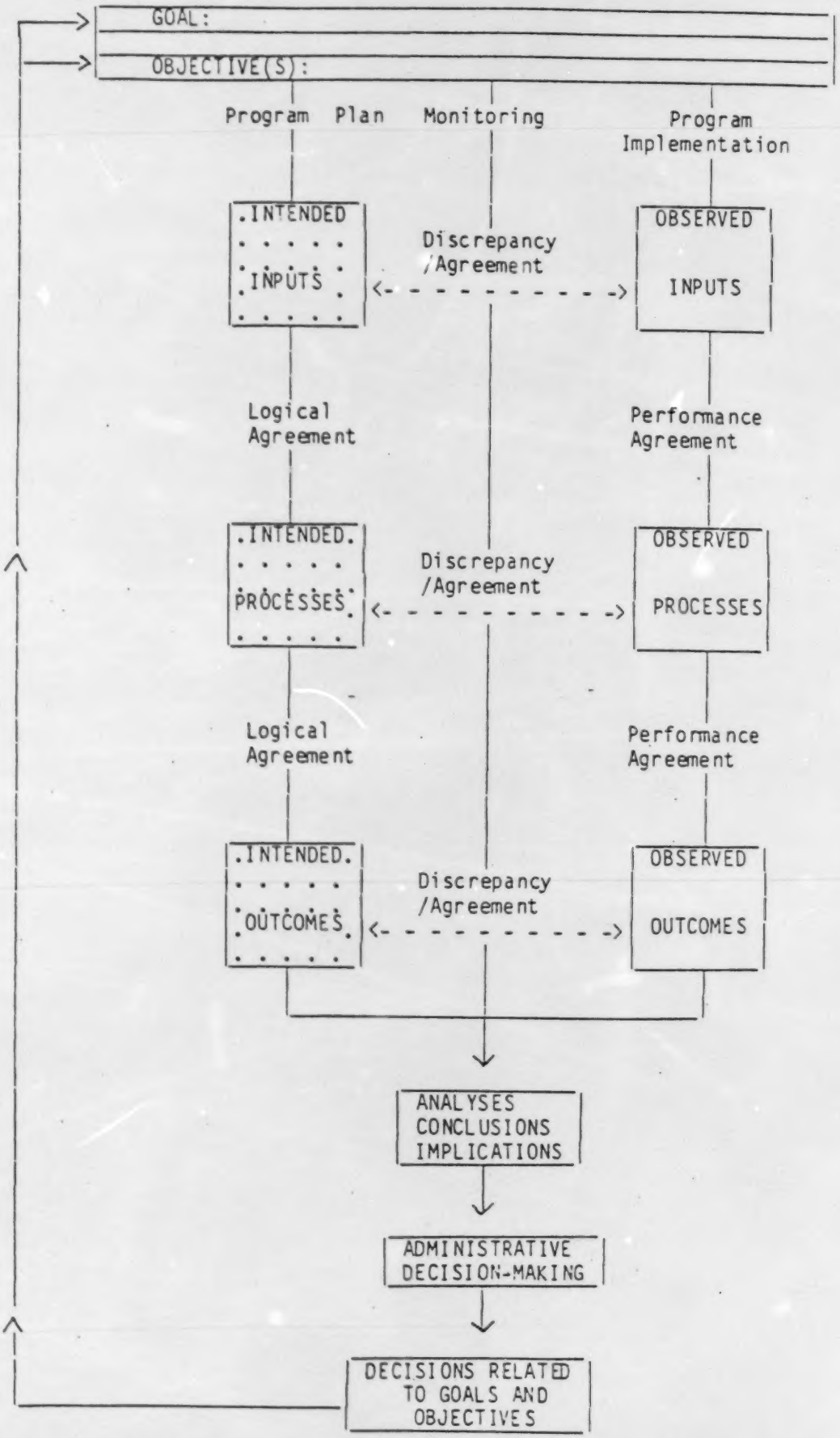
OUTCOMES

INTENDED	STATUS	OBSERVED
2. (continued)		2. (continued) About equal percentages were given to Books and Related (52%) and to Media and Related 48%). A more complete breakdown is shown in Appendix L. Question 4 asked what materials not available would the teacher like to have in the library media-center. In response to that item Books and Related were 36% while Media and Related were 64%. Again, a more complete breakdown is included in Appendix L.

APPENDIX A

EVALUATION MODEL SCHEMA

EVALUATION MODEL SCHEMA



APPENDIX B

ECIA CHAPTER 2 SCHOOL LIBRARY
RESOURCES PROGRAM INFORMATION FORM

December 20, 1982

CHAPTER 2 SCHOOL LIBRARY RESOURCES PROGRAM

SCHOOL _____ ALLOTMENT _____

LIBRARIAN _____

PRINCIPAL _____

Books per student _____
(Based upon annual report, June, 1982)

I. Describe library services to be enhanced by the School Library Resource Program.

II. List the names of the members of your library media advisory committee.

III. List the amount spent under each object:

10%_____ 702- Equipment, furniture, hardware.

45%/45%_____ 708- Library books, paperback books, reference books, non-print media materials.

_____ 204- Library supplies.*

* Schools needing library supplies must deduct sufficient funds from non-print media.

ALL ORDERS MUST BE IN THE DEPARTMENT OF LIBRARY SCIENCE OFFICE BY JANUARY 20, 1982., #5

Department of Library Science
Jefferson Administration Annex
801-7th Street, S.E. 20024

THE NUMBERS WILL BE PUT ON IN THE LIBRARY OFFICE. Please do not fill in.

APPENDIX C

INVENTORY FORM

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF LIBRARY SCIENCE

Annual Report
School Library Media Centers - 1983
(June, 1982 - June 1983)

SCHOOL _____ DATE _____

PERSON REPORTING _____ POSITION _____

THE COLLECTION OF MATERIAL

*Books, Titles: (Count encyclopedia sets as one title for each set)

1. Number of titles on hand, June, 1982 1._____
2. Number of titles received between 6/82 & 6/83 2._____
3. Add lines 1 & 2 and enter total on line 3 3._____
4. Number of titles withdrawn between 6/82 & 6/83 4._____
5. Number of titles lost between 6/82 & 6/83 5._____
6. Add lines 4 & 5 and enter total on line 6 6._____
7. Subtract total on line 6 from total on line 3 and enter the difference on line 7 7._____

*Books, Volumes: ("Volumes" means separate books; however, count encyclopedia sets as one volume for each set.)

8. Number of volumes on hand, June, 1982 8._____
9. Number of volumes recieved between 6/82 & 6/83 9._____
10. Add lines 8 & 9 and enter total on line 10 10._____
11. Number of volumes withdrawn between 6/82 & 6/83 11._____
12. Number of volumes lost between 6/82 & 6/83 12._____
13. Total of lines 11 and 12 13._____
14. Subtract total on line 13 from total on line 10 and enter the difference on line 14. Total number of books in Library 14._____

*Included all books in hard covered editions, regardless of the source of funding.

Number of paperback books (from all sources of funding) _____

Number of current periodical subscriptions _____ Separate titles _____

NOTE: Please send this annual report to:

Assistant Director
Department of Library Science
Jefferson Admin[illegible]ration Annex
801 - 7th Street, S.E.
Washington, D.C. 20024

Route #5 on school delivery

Made in TRIPLICATE:
ONE COPY FOR ASSISTANT DIR.
ONE COPY FOR PRINCIPAL
ONE COPY FOR SCHOOL LIBRARY FILE

Not later than June 22, 1983

EQUIPMENT

NUMBER OF:	IN MEDIA CENTER	IN BUILDING	TOTAL
Filmstrip projectors			
16mm Film projectors			
Individual filmstrip viewers			
Slide projectors (include those combined with filmstrip projectors)			
Record players			
Overhead projectors			
Tape recorders, reel			
Tape recorders, cassettes			
Projection screens			
Television sets			
Opaque projectors			
Portable listening stations			
Copying machines			
Duplicating machines			
VTR (Video tape recorders)			
Computers			
Other (list below)			
Cassette Duplicator Machine			

FACILITIES

Does your library media center have: (Answer "yes" or "no".)

Shelving and storage space for non-print materials and equipment? _____
Facilities for viewing and listening (rooms or booths)? _____
Seating for at least 1/3 of student enrollment? _____
Individual study carrels? _____
Shelving for at least 6,000 books or at least 20 books per pupil, whichever is greater? _____
Vertical files? _____
A workroom? _____
Storage space for back issues of magazines? _____
A conference room? _____
A materials preparation room for teachers? _____

Your school's total expenditure from regular budget for library books, periodicals, and A-V materials for School Year 1981-82 $_____ for School Year 1982-83 $_____.

MATERIALS COLLECTION STATISTICS

(Includes materials, regardless of source of funding)

TYPES OF MATERIALS	Number Last Reported June 1982	Number Added Since Last Report	Withdrawn Lost, Worn, etc..	Total - As of June, 1983
Books (Volumes)				
Computers-Software				
Computers-Hardware				
Films - 16mm				
Filmstrips, Sound (Records or Tapes & filmstrip sets)				
Filmstrips, Silent				
Microfilm				
Recording, Discs.				
Recording, Tapes (Reel or Cassette)				
Slides				
Art and Study Prints				
Transparencies				
Programmed Materials				
Maps				
Globes				
Charts				
Duplicating Books				
Other (Give Types)				

APPENDIX D

END OF YEAR QUESTIONNAIRE FORM FOR
LIBRARIAN-MEDIA SPECIALISTS

SCHOOL LIBRARY MEDIA PROGRAM

PRINCIPAL _____ SCHOOL _____

LIBRARIAN _____ DATE _____

Please describe briefly the school library-media program including -

A. Ways of working with students -

B. Ways of working with faculty -

C. Ways of working with the Public Library -

D. Committees on which you served (school and community) -

E. Have you updated your services this year?
Yes ____ No ____ How?

Supporting photographs may be submitted.

APPENDIX E

COMPARISON OF LIBRARY-MEDIA
INVENTORIES 1982 AND 1983

Comparison of Library-Media Center Holdings,
1981-82 and 1982-83
N=168 Schools

Holdings	Level	Number of Schools With: Increase	Decrease	Same	Missing Data	Total Number of Responding Schools	Percent of Responders Showing an Increase of Holdings
Books	Elem.	72	38	1	12	111	65
	J.H.	13	10	1	3	24	54
	S.H.&Career	14	2	0	2	16	88
	Total	99	50	2	17	151	66
Filmstrips (Sound)	Elem.	75	22	12	14	109	69
	J.H.	20	3	1	3	24	83
	S.H.&Career	9	5	2	2	16	56
	Total	104	30	15	19	149	70
Filmstrips (Silent)	Elem.	23	29	57	14	109	21
	J.H.	8	4	12	3	24	33
	S.H.&Career	4	4	8	2	16	25
	Total	35	37	77	19	149	23
Reading Tapes (Cassettes)	Elem.	29	16	64	14	109	27
	J.H.	7	5	12	3	24	29
	S.H.&Career	5	2	8	3	15	33
	Total	41	23	84	20	148	28
Recording Discs	Elem.	30	24	55	14	109	28
	J.H.	10	2	12	3	24	42
	S.H.&Career	4	6	6	2	16	25
	Total	44	32	73	19	149	30
Transparencies	Elem.	20	10	79	14	109	18
	J.H.	5	6	13	3	24	21
	S.H.&Career	1	5	10	2	16	6
	Total	26	21	102	19	149	17
Slides	Elem.	10	9	90	14	109	9
	J.H.	5	3	16	3	24	21
	S.H.&Career	7	1	8	2	16	44
	Total	22	13	114	19	149	15
Art & Study Prints	Elem.	25	15	68	15	108	23
	J.H.	7	5	12	3	24	29
	S.H.&Career	1	0	15	2	16	17
	Total	33	20	95	20	148	22
Maps	Elem.	18	8	84	13	110	16
	J.H.	3	3	17	4	23	13
	S.H.&Career	2	1	12	3	15	13
	Total	23	12	113	20	148	16
Program Material	Elem.	14	14	82	13	110	13
	J.H.	6	4	13	4	23	26
	S.H.&Career	0	2	13	3	15	-
	Total	20	20	108	20	148	14
Totals	Elem.	316	185	592	137	1,093	29
	J.H.	84	45	109	32	238	35
	S.H.&Career	47	28	82	23	157	30
	Total	447	258	783	192	1,488	30

Number of Books and Percent Increase
From 1981-82 to 1982-83
N=151*

	Number of Schools Reporting	Number of Books		Number Increase	Percent Increase
		1981-82	1982-83		
Elementary	111	684,161	650,433	2,272	<1%
Junior High	24	195,969	203,909	7,940	4%
Senior High and Career	16	145,812	154,647	8,835	6%
Total	151	989,942	1,008,989	19,047	2%

*Schools on which data for both years were available (89% of schools with library-media centers)

APPENDIX F

NUMBER OF SCHOOLS MEETING
SUGGESTED MINIMUM BOOKS
PER STUDENT 1982 AND 1983

Libraries Meeting Suggested Minimum
Books Per Student
N=151*

	1981-1982				1982-1983			
	Number		Percent		Number		Percent	
	+	-	+	-	+	-	+	-
Elementary	86	25	77	23	88	23	79	21
Junior High	19	5	79	21	21	3	88	13
Senior High/Career Centers	4	12	25	75	6	10	38	63
Total	109	42	70	27	115	36	74	23

*Schools for which data were available both years

APPENDIX G

UPDATING OF LIBRARY-MEDIA CENTERS

Responses by Librarian-Media Specialists to
Questionnaire Item Concerning Updating

Have you updated your services this year?

Yes		N = 133*	No
Number	Percent	Number	Percent
111	83	22	17

* Represents 76% response rate out of 170 schools - 18 did not return the questionnaire, 19 did not answer the question.

APPENDIX H

EDUCATIONAL MEDIA CENTER WORKSHOPS
WITH REFERENCE TO CHAPTER 2

I. Media Utilization Seminars*

Monthly media seminars on media utilization in the competency based instructional setting.

Regular EMC staff personnel as well as guest speakers will discuss and demonstrate ways to use media to effect learning (large group, EMC) dates and speakers will be announced.

Regular EMC staff personnel as well as guest speakers will discuss and demonstrate ways to use media to effect learning (large group, EMC) dates and speakers will be announced.

Seminar Topics (Tentative

S-10 Concepts in alternat structional strategies
S-15 Hardware vs. softwar
S-20 Visual literacy as a cabulary
S-25 Developing the individual learning environment
S-30 Competency skills for resource personnel
S-40 Instructional Systems Development

II. Materials Production

Specialized workshops in materials production for Instructional Systems Planning. Particularly for those individuals having building level responsibilities for instructional support in the CBC program.

A series of related workshops dealing with materials production for special and prescriptive learning needs. The hands on product/project sessions will range in time from one week to six weeks.

M.P.S.-100 The planning and production of 2X2 slides
M.P.S.-105 Introduction to 35mm filmstrip production
M.P.S.-110 Instructional displays
M.P.S.-120 Producing The ITV Lesson

*From Educational Media Center Flyer

III. Materials Selection and Evaluation

Training in the effective evaluation of instructional resources particularly for special materials and packaged media; workshops designed specifically for the individual who has the primary responsibility for material selection at the building level as well as the regional level. Sessions will be arranged to conform to the Educational Media Centers on-going evaluation program.

One to six week workshops covering the basic mediated materials, locally produced as well as commerically produced resources. Actual materials will be evaluated on an acquisition and field testing bases.

MSE-200 Acquisition of resources
MSE-205 Using The Instructional Film
MSE-210 Using evaluation instruments
MSE-215 Evaluating Computer & ITV Software
MSE-220 Free and inexpensive materials

IV. Audiovisual Equipment Repair

An introduction to the basic skills required for A.V. projection, equipment repair, that includes second as well as first level maintenance. The use of test equipment will be included. These experiences are designed specifically for building media coordinators.

Time slots arranged to meet the needs and schedules of media coordinators. One to six week sessions.

ERS-300 Preventive maintenance of the 16mm projector
ERS-305 Basic maintenance of the 2X2 carousel projector
ERS-310 Maintaining the 35mm F1S projector
ERS-320 Preventive maintenance of the overhead projector
ERS-330 Maintaining the Thermo-Fax machine
ERS-310 Maintaining the 35mm f/s projector

*In support of Chapter II SCHOOL LIBRARY RESOURCES PROGRAM, special arrangements will be made to facilitate and give technical assistance to library-media specialists requesting any of the workshops for their classroom teachers, resource teachers and aides. Library/Media specialists desiring this in-service activity for their center please contact

Joseph C. Watson
Coordinator - School
Library Resources Program
EMC Phone No. 576-6317

All workshops will run concurrently with the Educational Media Center's regular program of services.

Workshops will be arranged upon request by the school coordinators, principals and regional staff persons through the support of Central Level Staff Development.

Demonstration materials will be provided the participants. Resources for mass production of materials will be arranged jointly by your local manager and the Ed. Media Center.

For information call or write:

Harry S. Burke
Supervising Director

James R. Murray
Assistant Director

Educational Media Center
1709 3rd Street, N.E. 4th Flr.
Washington, D.C. 20002
Phone: 576-6317 or 6318

APPENDIX I

DEMOGRAPHIC INFORMATION ON RANDOM SAMPLING OF SCHOOLS INCLUDED IN LIBRARY-MEDIA CENTER QUESTIONNAIRE DATA

Location and Level of Schools in 10% Random Sampling
for Library-Media Center Use Questionnaires

	Location								Not Returned		Total	
	A		B		C		D					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Schools	4	22	2	11	4	22	5	28	3	17	18	100
Teachers	54	25	53	24	35	16	76	35	-	-	218	100

	Level			
	Elementary	Junior High	Senior High	Career Development
Responding	11	2	2	0
Not Responding	2	0	0	1
Total	13	2	2	1

APPENDIX J

PERCENT OF TEACHERS RESPONDING TO
LIBRARY-MEDIA CENTER QUESTIONNAIRE

Percent of Teachers Responding to
Library-Media Center Use Questionnaire

School	Total Number of Teachers*	Number Responding	Percent Responding
1	27	16	59
2	21	7	33
3	10	12**	100+
4	18	19**	100+
5	14	0	0
6	7	5	71
7	80	48	60
8	19	5	26
9	19	6	32
10	32	16	50
11	18	8	44
12	27	13	48
13	13	9	69
14	18	17	94
15	16	0	0
16	16	14	88
17	48	23	48
18	25	0	0
Total	428	218	51%

* As reported by telephone to Project Coordinator
** Exceeds number of teachers

APPENDIX K

SAMPLE AGENDA FOR ON-SITE WORKSHOP

E. A. CLARK SCHOOL
4501 Kansas Ave., N. W.
Washington, D. C. 20011

STAFF DEVELOPMENT DAY

February 1, 1983 9:15 A.M. - Library

AGENDA

M E D I A F A I R

. Announcements

. Objectives

1. Develop an awareness of the many different media available as teaching aids

2. Show specific, concrete uses of book cassettes, cassettes, phonograph records, puppets, study prints

3. Help teachers to plan and organize effective lessons using various instructional materials

. Filmstrip/Cassette Presentation

1. Using Instructional Materials

2. Using Filmstrips

3. Using Multimedia Kits

. BREAK

. Group Interaction in Centers (Social Studies/Science, Mathematics; Language Arts/Reading)

. Evaluation

Beverly Wheeler, Chairperson

Committee:

Robert Allen
Martel Cooper
Ethel Halsey
Delores Rushing
Clara Scott
Carlyle Wheeler
Elver Williams
Inez G. Wood, Principal

APPENDIX L

USE OF LIBRARY RESOURCES BY TEACHERS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

1982-83 Library Resources Program, ECIA Chapter 2

Teacher Survey

Name of School _____ Date _____

In order to help evaluate the effectiveness of ECIA Chapter 2 funding for the Library Resources Program, your school has been selected as part of a random sampling of schools to participate in completing a short teacher questionnaire. Please take a few minutes to answer the following four questions and return the completed form to your library-media specialist. No names are needed. Thank you for your assistance.

1. Are you using the library media Center more this year than you did last year. Yes No

   |___| |___|

2. If you are not using the library-media center more this year, please tell us why.

   _____

   _____

3. What materials in the library-media center have been of particular value to you?

   _____

   _____

4. What materials would you like to have in the library-media center that were not available this year?

   _____

   _____

AFTER COMPLETING THIS FORM, PLEASE FOLD IT IN HALF, STAPLE IT, AND GIVE IT TO YOUR LIBRARY MEDIA SPECIALIST.

051883

Summary of Responses to Teacher Questionnaire Item 1, "Are You Using the Library-Media Center More This Year Than You Did Last Year"?

N = 218 teachers from a 10% Random Sampling of D.C. Public Schools)

	Yes		No		No Response		Total	
School	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	12	52	11	48	0	0	23	100
2	16	84	3	16	0	0	19	100
3	5	42	7	58	0	0	12	100
4	8	57	4	29	2	14	14	100
5	6	86	1	11	0	0	7	100
6	6	75	2	25	0	0	8	100
7	13	81	2	13	1	6	16	100
8	29	60	19	40	0	0	48	100
9	12	71	5	29	0	0	17	100
10	2	33	4	67	0	0	6	100
11	5	56	4	44	0	0	9	100
12	5	100	0	0	0	0	5	100
13	11	59	5	31	0	0	16	100
14	12	92	0	0	1	8	13	100
15	3	60	2	40	0	0	5	100
Total	145	67%	69	32%	4	2%	218	101%

Summary of Responses to Teacher Questionnaire Item 2, "If You Are Not Using the Library-Media Center More This Year, Please Tell Us Why."

(N = 218 from a 10% Random Sampling of D. C. Public Schools)

Reason	Number	Percent
1. Problems with Use for or by Students (Academic Level, Behavior)	6	9
2. Problems with Use for or by Teachers (Scheduling, Lack of Time, Have What is Needed in Class)	29	45
3. Problems with Lack of Materials	29	45
Totals	64	99

Summary of Responses to Teacher Questionnaire Item 4, "What Materials Would You Like to Have in the Library Media Center That Were Not Available This Year?"

(N = 218 from a 10% Random Sampling of D. C. Public Schools)

Materials	Number	Percent
1. Audio-Visual Teaching Aids Except Computers & TV	148	49
2. Books and Related	80	27
3. Computer Hardware and Software	17	6
4. Non-Instructional Machines and Related Materials	16	5
5. TV and Related	13	4
6. Information (Source not Specified)	13	4
7. Manipulables	11	4
8. Other	3	1
Totals	301	100

Combined Summary of the Above

Books and Related (2,6,7,8)	107	36%
Media and Related (1,3,4,5)	194	64%

Summary of Responses to Teacher Questionnaire Item 4, "What Materials Would You Like to Have in the Library-Media Center That were Not Available This Year?"

(N = 218 from a 10% Random Sampling of D. C. Public Schools)

Materials	Number	Percent
1. Audio-Visual Teaching Aids Except Computers & TV	202	45
2. Books and Related	199	45
3. Information (Source not Specified)	18	4
4. Non-Instructional Machines and Related Materials	11	2
5. Other	10	2
6. Manipulables	4	1
7. Computer Hardware and Software	1	0
8. TV and Related	0	0
Totals	445	99

Combined Summary of the Above

Books and Related (2,6,7,8)	231	52%
Media and Related (1,3,4,5)	194	48%